DOCUMENT RESUME

ED 244 091 CE 038 922

TITLE	Learning to Read and Write the Automotive Way.
INSTITUTION	California State Dept. of Education, Sacramento. Div. of Vocational Education.; California State Univ., Los Angeles. Dept. of Industrial Studies.
PUB DATE	[83]
NOTE	43p.; For related documents, see CE 038 923-933. Developed by the Educationally Disadvantaged Committee, Industrial Education InService Project.
AVAILABLE FROM	VOICE, California Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Auto Mechanics; Basic Skills; Behavioral Objectives; Check Lists; *Content Area Reading; *Educationally Disadvantaged; Field Tests; Industrial Arts; Instructional Materials; Learning Activities; Puzzles; *Reading Skills; Safety; Secondary Education; Shop Curriculum; Skill Development; Spelling; *Trade and Industrial Education; Vocabulary Development; *Writing Skills

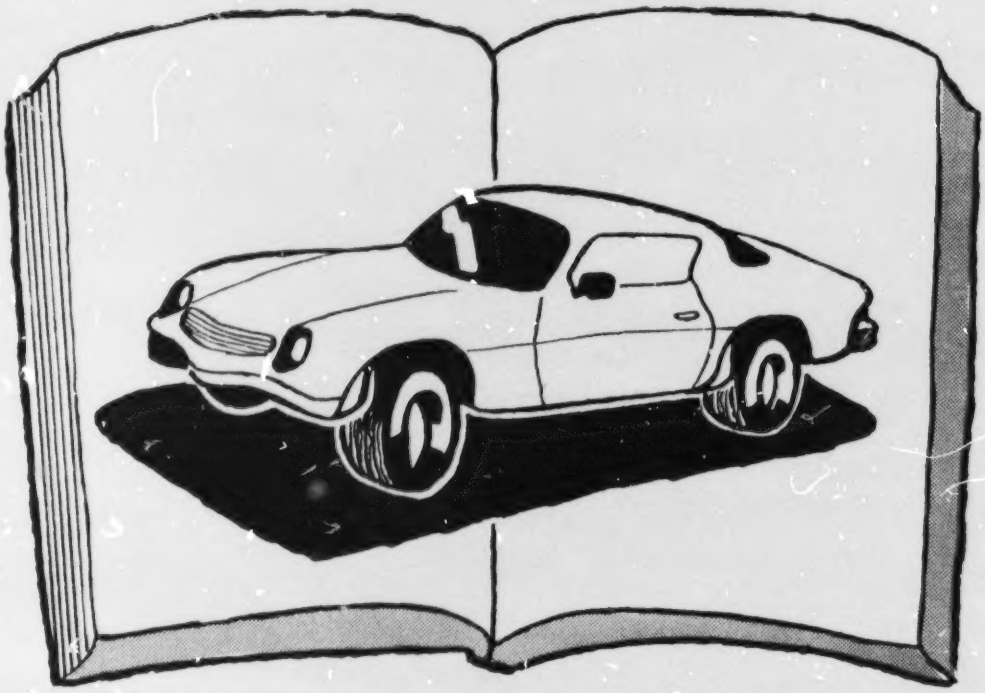
ABSTRACT

This curriculum guide, one of 15 volumes written for field test use with educationally disadvantaged industrial education students needing additional instruction in the basic skill areas, deals with helping students develop basic reading and writing skills while studying auto mechanics. Addressed in the individual units of the guide are the following topics: developing vocabulary and spelling skills, using the library, understanding technical vocabulary in context, and mastering writing and composition skills. Each unit contains some or all of the following: a discussion of the major concepts of the technique being covered, instructions to the teacher concerning the use of the given technique, suggested related activities, student instructions, a student assignment, supplemental activities, and one or more worksheets. A basic skills checklist and a basic skills verification form are also provided to assist teachers in identifying those students who require additional help with basic skills. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244091

"LEARNING TO READ AND WRITE THE AUTOMOTIVE WAY"



DEVELOPED BY

THE EDUCATIONALLY DISADVANTAGED COMMITTEE

INDUSTRIAL EDUCATION INSERVICE PROJECT

in cooperation with

The California State Department of Education

Office of Vocational Education
Field Operations Section
Industrial Education Unit

and

California State University - Los Angeles
Industrial Studies Department

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Turner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE038922

ACKNOWLEDGEMENTS

EDUCATIONALLY DISADVANTAGED COMMITTEE

William Whitmore, Chairman, Industrial Education Teacher (Auto Mechanics), Schurr High School, Montebello USD, Montebello, California

William Gray, Industrial Education Teacher (Woods), Schurr High School, Montebello USD, Montebello, California

Gordon Hart, Industrial Education Teacher (Electronics), Agoura High School, Las Virgenes USD, Agoura, California

Eldon Barkley, Industrial Education Teacher (Metals), Montebello High School, Montebello USD, Montebello, California

Gilbert Brice, Industrial Education Teacher (Woods), Montebello High School, Montebello USD, Montebello, California

Robert Crouch, Media Specialist, Schurr High School, Montebello USD, Montebello, California

Carroll Green, Industrial Education Teacher (Electronics), Schurr High School, Montebello USD, Montebello, California

Lee Haeberlein, Industrial Education Teacher (Auto Mechanics), Mountain View High School, El Monte Union School District, El Monte, California

Lawrence Jones, Industrial Education Teacher (Retired) (Drafting), Schurr High School, Montebello USD, Montebello, California

Malcolm Lincoln, Math Specialist, Schurr High School, Montebello USD, Montebello, California

Dean Onken, Industrial Education Teacher (Machine Shop), Bell Gardens High School, Montebello USD, Bell Gardens, California

Lawrence Patten, Industrial Education Teacher (Electronics) Lakewood High School, Long Beach USD, Lakewood, California

Darlyne Rice, Reading Resource Specialist, Schurr High School, Montebello USD, Montebello, California

Jacob Torosian, Industrial Education Teacher (Metals), Schurr High School, Montebello USD, Montebello, California

Rudy Vandenburgh, Industrial Education Teacher (Woods), Bell Gardens High School, Montebello USD, Bell Gardens, California

ACKNOWLEDGEMENTS

STATEWIDE STEERING COMMITTEE

William Whitmore, Chairman, Industrial Education Teacher (Auto Mechanics), Schurr High School, Montebello USD, Montebello, California

Keith Bush, Industrial Education Coordinator, East Side Union High School District, San Jose, California

Howard Decker, Professor of Industrial Studies, California State University - San Jose, San Jose, California

William Gray, Industrial Education Teacher (Woods), Schurr High School, Montebello USD, Montebello, California

Clarence Marks, Electronics Consultant, Los Angeles USD, Los Angeles, California

Gilbert Montano, Basic Skills Teacher, Montebello USD, Montebello, California

Richard Phelan, Director of Secondary Instruction, Montebello USD, Montebello, California

Joan Whitmore, Basic Skills Consultant, Alhambra, California

CONSULTANTS TO THE COMMITTEE

Chris Almeida, Industrial Education Consultant, California State Department of Education, Sacramento, California

Keith Gummere, Coordinator of the Industrial Education InService Project, California State University - Los Angeles, Los Angeles, California

PROJECT MONITOR

James T. Allison, Program Manager, Industrial, Health, and Apprenticeship Education, California State Department of Education, Sacramento, California

Table of Contents

INTRODUCTION . . . . . Page 1

BASIC SKILLS CHECKLIST . . . . . Pages 2 & 3

BASIC SKILLS VERIFICATION FORM . . . . . Page 4

Instructional Techniques

AUTOMOTIVE CROSSWORD PUZZLE *(Vocabulary)* . . . . . *Auto Read/Write 1*

WORKING SAFELY ON YOUR CAR *(Vocabulary)* . . . . . *Auto Read/Write 2*

AUTOMOTIVE WORDS *(Spelling)* . . . . . *Auto Read/Write 3*

SCRAMBLE PUZZLE *(Vocabulary)* . . . . . *Auto Read/Write 4*

CAR REVIEW *(Reading)* . . . . . *Auto Read/Write 5*

A LETTER TO SAL *(Writing)* . . . . . *Auto Read/Write 6*

LIBRARY . . . . . *Auto Read/Write 7*

MY DREAM CAR *(Writing)* . . . . . *Auto Read/Write 8*

INTRODUCTION

These instructional techniques were developed for those industrial education students who demonstrate a need for additional instruction in the areas of reading, writing, math, verbal and visual communication. They were written by industrial education teachers with a particular emphasis upon teaching a basic skill while retaining a major focus on the subject areas of auto, woods, metals, electronics, and drafting.

Each of these instructional techniques were written using the same format and with guidance from an expert in the areas of reading, writing, math, verbal and visual communication.

In order to help you identify those students who require additional help with the basic skills, a simple easy-to-use BASIC SKILLS CHECKLIST is provided with each subject area module. This Basic Skills Checklist will enable you as the Industrial Education Teacher to better identify those students in your classes who require additional help in the basic skills.

Additionally, a BASIC SKILLS VERIFICATION FORM is provided which will enable you to ask your school's reading resource teacher, basic skills teacher, math resource teacher, Hart Bill Conferencing teacher, or grade counselors, to verify your identification and provide you with help in the instruction of the basic skills.

You may wish to use these techniques as instruction for your entire class, or as a take-home, parent-involvement assignment. They may also be used in your school's reading or math lab or in conjunction with your school's basic skills instructional programs.

These instructional techniques are successful because your students are able to relate reading, writing, math, verbal and visual communication to their own industrial education classes. When your students succeed, they feel good about themselves, good about their schools, and good about their future.

CONFIDENTIAL

Name _____

Grade ____ Class _____

Date _____

BASIC SKILLS CHECKLIST (AUTOMOTIVE)

The following is a list of the basic skills (reading, writing, math, verbal & visual communication) that the student should demonstrate an ability in for the purpose of employment or advanced training in the automotive trade.

1.0 Verbal Communication: The student needs additional instruction in verbal communication if any of the items below are checked NO:

1.1 Yes ____ The student understands verbal directions or information given by the teacher.

No ____ Example: The teacher informs the student that safety glasses are required when using the grinder or wire wheel. Does the student use safety glasses when required?

1.2 Yes ____ The student asks questions about instructions or information not understood.

No ____ Example: Did the student ask questions about the operation of a particular machine if it appears that he/she does not understand the instructions given?

1.3 Yes ____ The student is able to apply information and directions heard to work situations.

No ____ Example: After receiving instructions on the proper use of a machine is the student able to have a basic understanding of it's operation?

1.4 Yes____ The student is able to verbally communicate with the teacher and other students.

No ____ Example: Is the student able to convey instructions/information to other students?

2.0 Writing: The student needs additional instruction in writing if any of the items below are checked NO:

2.1 Yes ____ The student is able to summarize and write a customer work order.

No ____ Example: A customer complains of hard steering; is the student able to convey this problem in writing on the customer work order?

2.2 Yes____ The student is able to communicate in writing instructions for a job to be performed.

No ____ Example: Is the student able to write a step by step procedure for the correct method of bleeding brakes?

3.0 Reading: The student needs additional instruction in reading if any of the items below are checked NO:

3.1 Yes ____ The student is able to read and understand job related materials.

No ____ Example: Is the student able to read and understand: shop manuals, safety rules, safety warnings (to include the shop safety test).

3.2 Yes ____ The student is able to follow step by step procedures on an instruction or job sheet.

No ____ Example: Although a student was given a demonstration and a procedure sheet to follow, the student continually gets the operations to be performed out of sequence.

4.0 Math: The student needs additional instruction in math if any of the items below are checked NO:

4.1 Yes ____ The student is able to add, subtract, multiply, and divide decimals to the thousandths place.

No ____ Example: Add: .975 + .129 Subtract: .896 − .143

Multiply: .931 × .612 Divide: .198 ⟌1.345

4.2 Yes ____ The student is able to compute formulas which require the use of decimals, squared numbers, and multiplication.

No ____ Example: $.7854 \times bore^2 \times stroke \times \#\ of\ cylinders$

4.3 Yes ____ The student is able to compute percentages and ratios.

No ____ Example: How much oil should be added to 40 ounces of gasoline to produce a ratio of 20 parts gasoline to 1 part oil?

4.4 Yes ____ The student is able to read a micrometer, ruler, and vernier caliper.

No ____

4.5 Yes ____ The student is able to compute flat rate hours and multiply that number of hours by the pay rate.

No ____ Example: The student works a 40 hour week; however, flat rate hours are computed to be 60 hours multiplied by $10.00 per hour.

5.0 Visual Communication: The student needs additional instruction is visual communication if any of the areas below are checked NO:

5.1 Yes ____ The student can understand working drawings and sketches.

No ____ Example: Can a student understand the proper procedure for the construction of a project simply from viewing a working drawing?

5.2 Yes ____ The student is able to communicate to self and others with simple sketches and/or drawings.

No ____ Example: Is the student able to draw a simple diagram which will remind him/her of the correct position for an engine's vacuum hoses?

IDENTIFICATION MADE BY: _____ Date _____

BASIC SKILLS VERIFICATION FORM

Student _____ Male_____ Female____ Grade Level_____

Teacher _____ Class_____ Date_____

The Basic Skills Check List (attached) for the above student indicates a need for instructional assistance in the basic skills (reading, writing, math, verbal or visual communication). The following verification and recommendations are made:

_____Lacks Reading Skills

_____Lacks Writing Skills

_____Lacks Mathematical Skills

_____Lacks Verbal Communication Skills

_____Lacks Visual Communication Skills

METHOD USED FOR VERIFICATION

Recent Test Scores:

Test	Score	Date

Other Verification Methods:

_____

_____

RECOMMENDATIONS

The following instructional assistance is recommended: _____

_____

Verification & Recommendations Made By: _____ Date: _____

Title: _____

_____

_____

FOLLOW UP

Action Taken: _____

Results: _____Qualified for advanced training

_____Qualified for employment in the trade

_____Other _____

Certified by: _____ Date: _____
Teacher

AUTOMOTIVE CROSSWORD PUZZLE

(Vocabulary)

Auto Read/Write 1

AUTOMOTIVE CROSSWORD PUZZLE

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

This technique will teach the skill of SPELLING.

b. What student learning problem (s)prompted the development of this technique?

Students are unable to spell correctly.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. During your regular lecture emphasize the correct spelling of the many different automotive terms.

b. Explain how a crossword puzzle works.

c. During a few minutes of the period that are normally wasted (just before the bell rings, or while you are taking roll), pass out this crossword puzzle and allow your students to work on it.

d. Collect the crossword puzzles and allow your students to correct their own puzzles by trading papers.

3. SUGGESTED RELATED ACTIVITIES:

You may wish to conduct a regular weekly spelling bee of automotive terms (possibly you could offer a prize for the best speller).

Be sure to emphasize correct spelling in all of your lessons, and make sure that the students realize that spelling is important.

AUTOMOTIVE CROSSWORD PUZZLE

STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. This is an automotive crossword puzzle, just like the crossword puzzle you may have seen in the newspaper.

b. This crossword puzzle has both a down and an across section. Simply fill in the missing word from the list of AUTOMOTIVE WORDS.

2. STUDENT ASSIGNMENT:

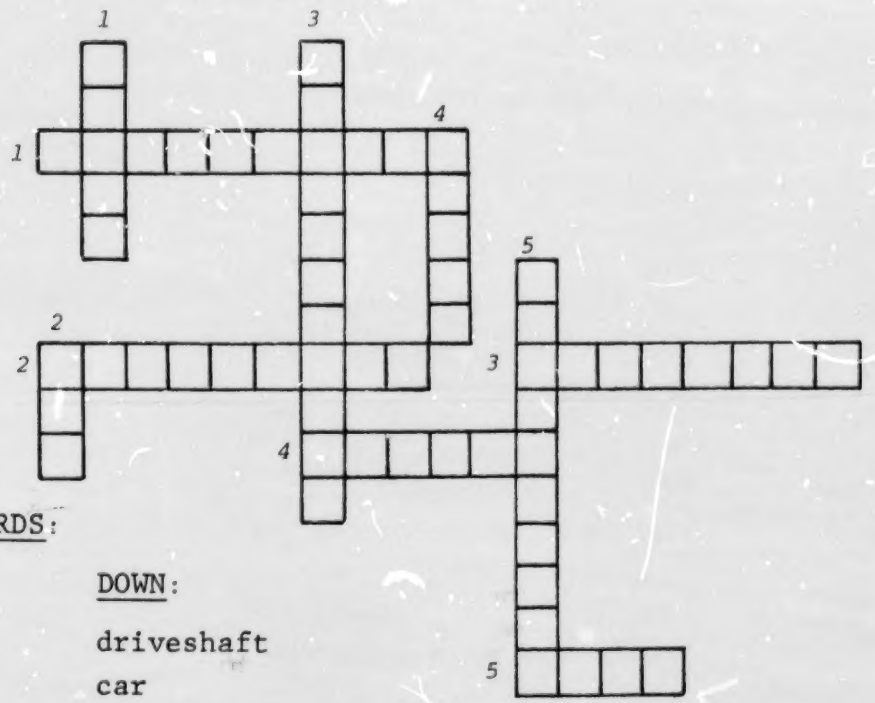
The Crossword Puzzle is located on STUDENT PAGE 2.

3. EXTRA THINGS THAT YOU CAN DO:

a. Now that you know how to work a crossword puzzle, you may want to enter a crossword puzzle contest.

b. Try to work the crossword puzzle in the newspaper - it may be a little harder, but I am sure you can handle it.

AUTOMOTIVE CROSSWORD PUZZLE



AUTOMOTIVE WORDS:

ACROSS:	DOWN:
tire	driveshaft
ignition	car
carburetor	speedometer
cylinders	brake
engine	radio

ACROSS:

1. Most large cars use a four barrel _____.
2. A V-8 engine has eight _____.
3. The _____ system will fire the spark plugs.
4. A larger _____ will make the car go faster.
5. Every car should carry a spare _____ in the trunk.

DOWN:

1. The _____ is used to stop the car.
2. When I turn 16, the first thing I want to buy is my own _____.
3. The _____ tells you how fast the car is going.
4. Turn the _____ up, that's my favorite song.
5. The _____ connects the transmission to the rear axle.

WORKING SAFELY ON YOUR CAR

(Vocabulary)

Auto Read/Write 2

WORKING SAFELY ON YOUR CAR

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

COMPREHENSION and VOCABULARY DEVELOPMENT through use of context clues

b. What student learning problem (s) prompted the development of this technique?

Students have problems reading class textbooks due to inadequate vocabulary and general poor comprehension.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. Give your students the attached exercise.

b. Have them write the meanings of the underlined words.

c. Tell your students not to worry about how to say the word but to try to figure out what the word means. Once your students learn the meanings of the words, the correct pronunciation will usually follow.

3. SUGGESTED RELATED ACTIVITIES:

Make up sentences or passages omitting certain key words. Supply clues about the definition of the missing words in the rest of the sentence.

Ask your students to fill in the missing word(s).

WORKING SAFELY ON YOUR CAR

STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Read the sentences found on Student Page 2.

b. Guess the meanings of the underlined words.

c. Write the meaning of the underlined word as it is used in the sentence.

EXAMPLE: I went to the store and bought an <u>expensive</u> watch. It cost $200.00.

<u>a watch that costs a lot of money; costly</u>

2. STUDENT ASSIGNMENT:

Your assignment is found on STUDENT PAGE 2.

3. EXTRA THINGS THAT YOU CAN DO:

Why not buy a pocket dictionary for yourself? That way, when you need to know the meaning of a word, you can look it up.

STUDENT PAGE 1

WORKING SAFELY ON YOUR CAR

1. Placing flammable liquids such as gasoline, paint thinner, or oil in the proper container will help prevent fires.

2. In order to safeguard your eyes, eye protection should be worn whenever operating a grinder or wire wheel.

3. Compressed air is a useful tool in the auto shop, but it can also be dangerous and hurt you if not used safely.

4. Be cautious while working in the shop. If you are not careful you might have an accident.

5. Welding is prohibited near the gasoline tank or tank vent. You should never weld where gasoline or gasoline fumes are present.

6. Every auto shop student should know how to use a fire extinguisher. Most fire extinguishers put out fires by preventing air from reaching the flames.

7. A wrench that falls into a moving engine may shoot out like a rocket and injure or hurt someone.

AUTOMOTIVE WORDS

(Spelling)

Auto Read/Write 3

AUTOMOTIVE WORDS

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

This technique will teach the skills of SPELLING and DICTIONARY USE.

b. What student learning problem(s) prompted the development of this technique?

Students are very often unable to spell technical words.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. Give your students this list of sentences that relates to auto mechanics and ask them to fill in the missing word for each.

b. Explain to your students how to use a dictionary or the glossary in their textbook.

c. Have your students grade their own papers by trading papers with other members of the class.

3. SUGGESTED RELATED ACTIVITIES:

Conduct a weekly or unit spelling word study and/or test of the automotive words that you have used during your instruction.

AUTOMOTIVE WORDS

STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Fill in the missing automotive word from the two choice words.

b. Be sure to spell the words correctly. You may look up the correct spelling in the dictionary; be careful because many words are pronounced alike but are spelled differently.

2. STUDENT ASSIGNMENT:

Your assignment is found on STUDENT PAGES 2 AND 3.

3. EXTRA THINGS THAT YOU CAN DO:

Many automotive words have the same meaning. Make a list of as many of these words as you can and make up your own automotive words test; turn it in to your teacher for extra credit.

STUDENT PAGE 1

AUTOMOTIVE WORDS

ATUMOITOVE

A _ _ _ _ _ I _ _ E

1. The distance that the piston moves from the bottom of the engine cylinder to the top of the engine cylinder is called the _____.

   a. strobe
   b. stroke

2. The _____ is bolted to the end of the crankshaft in order to keep the crankshaft moving.

   a. flywheel
   b. flywheal

3. A V-8 engine has eight cylinders or eight _____.

   a. bores
   b. boars

4. You may use a pair of needle-nose _____ for holding small carburetor parts.

   a. piles
   b. pliers

5. You can tell how hot your car's engine is by reading the temperature _____.

   a. gauge
   b. gouge

6. Use a _____ to loosen or tighten a bolt.

   a. winch
   b. wrench

7. Most cars use a parking _____ to keep the car from rolling when parked.

   a. brake
   b. break

AUTOMOTIVE WORDS

STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Fill in the missing automotive word from the two choice words.

b. Be sure to spell the words correctly. You may look up the correct spelling in the dictionary; be careful because many words are pronounced alike but are spelled differently.

2. STUDENT ASSIGNMENT:

Your assignment is found on STUDENT PAGES 2 AND 3.

3. EXTRA THINGS THAT YOU CAN DO:

Many automotive words have the same meaning. Make a list of as many of these words as you can and make up your own automotive words test; turn it in to your teacher for extra credit.

STUDENT PAGE 1

AUTOMOTIVE WORDS

AUTOMOTIVE

A _ _ _ _ _ I _ _ E

1. The distance that the piston moves from the bottom of the engine cylinder to the top of the engine cylinder is called the _____.

   a. strobe
   b. stroke

2. The _____ is bolted to the end of the crankshaft in order to keep the crankshaft moving.

   a. flywheel
   b. flywheal

3. A V-8 engine has eight cylinders or eight _____.

   a. bores
   b. boars

4. You may use a pair of needle-nose _____ for holding small carburetor parts.

   a. piles
   b. pliers

5. You can tell how hot your car's engine is by reading the temperature _____.

   a. gauge
   b. gouge

6. Use a _____ to loosen or tighten a bolt.

   a. winch
   b. wrench

7. Most cars use a parking _____ to keep the car from rolling when parked.

   a. brake
   b. break

AUTOMOTIVE WORDS

8. You turn the _____ wheel in order to guide the car.

   a. stearing
   b. steering

9. All radiator _____ should be repaired.

   a. leeks
   b. leaks

10. Only _____, not gasoline should be used to clean engine parts.

   a. solvent
   b. solvant

SCRAMBLE PUZZLE

(Vocabulary)

Auto Read/Write 4

SCRAMBLE PUZZLE

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

This technique will teach the skills of SPELLING and VOCABULARY DEVELOPMENT.

b. What student learning problem (s) prompted the development of this technique?

Students have limited vocabulary; they do not recognize words readily.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. Give your students this Scramble Puzzle to do in class. Read the words to them before they work on the puzzle.

b. Have your students correct the puzzles by trading papers with other class members.

3. SUGGESTED RELATED ACTIVITIES:

Ask your students to make their own puzzles using automotive words.

SCRAMBLE PUZZLE

STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Hidden in the SCRAMBLE PUZZLE are automotive words. Draw a line through each word as you find it in the puzzle.

The first word is lined out for you.

2. STUDENT ASSIGNMENT:

The SCRAMBLE PUZZLE is found on STUDENT PAGE 2.

3. EXTRA THINGS THAT YOU CAN DO:

Make up your own scramble puzzles using automotive words and turn them in for extra credit.

STUDENT PAGE 1

SCRAMBLE PUZZLE

Draw a line through these words as you find them in the puzzle below:

1. VALVE
2. TRANSMISSION
3. DIFFERENTIAL
4. WRENCH
5. PISTON
6. EXHAUST
7. DIAGNOSTIC
8. SUSPENSION
9. TORQUE

A D I A G N O S T I C U E
O T R B C D E F R T O Q P
C E G H V I A J L M S O S
W R A O P A V W O A U B E
R D I F R L L D C O S F G
E H T I A R W V Q M P N R
I J O P G K C L E O E Q T
M W R E N C H B A W N V X
N N Q Q A F I P P E S S I
T P U C B J A I P G I H J
R A E X H A U S T O O M L
O B G A D G E T R I N N P
C D R H M F L O A J K O R
D I F F E R E N T I A L W
C R P S Y A B D U V E G T
A T R A N S M I S S I O N

CAR REVIEW

(Reading)

Auto Read/Write 5

CAR REVIEW

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

This technique will teach the skills of READING TECHNICAL INFORMATION AND CHARTS and SELECTING RELEVANT DETAILS.

b. What student learning problem (s) prompted the development of this technique?

Students are unable to understand technical data such as those found in auto magazines.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. Start a collection of car magazines such as MOTOR TREND, ROAD & TRACK, HOT ROD, etc.

b. Make these magazines available to your students for this lesson and on a check-out or in-class basis for leisure reading.

c. In this technique your students will learn how to review the technical data of a new car. You will need to make available to your students car magazines which have reviews on new cars.

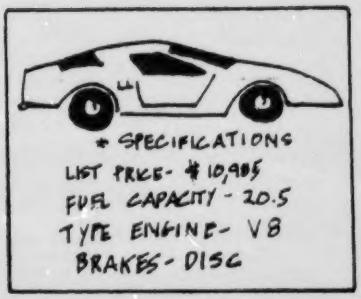
d. Have your students fill out the attached technical data sheet using information they find from reading an article about a new car.

e. Before your students begin this lesson, read over and explain the data sheet. Explain any terminology or details that your students may find in their reading that will need clarification. For example, define acceleration, engine displacement, etc.

3. SUGGESTED RELATED ACTIVITIES:

Have your students give an oral summary to the class about the information they learned about the car reviewed.

CAR REVIEW



STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Pick an automotive magazine that has a story about a car you want to learn about.

b. Read the story and then fill in the TECHNICAL DATA sheet using information found in the magazine article.

2. STUDENT ASSIGNMENT:

The TECHNICAL DATA sheet is found on STUDENT PAGE 2.

3. EXTRA THINGS THAT YOU CAN DO:

For your own personal enjoyment read HOT ROD, SUPER CHEVY, POPULAR HOT RODDING, etc. or any auto magazine that your auto teacher has in class.

CAR REVIEW

Title of Magazine: _____

Date of Publication: _____

Page article is found: _____

Name of car that you are reviewing: _____

TECHNICAL DATA

List Price _____

Curb weight in pounds _____

Trunk space (cubic ft.) _____

Fuel capacity (U.S. gallons) _____

Type of engine _____

Displacement cu in./cc. _____

Horsepower rating _____

Fuel requirement _____

Transmission type _____

Rear axle ratio _____

Acceleration (speed at end of 1/4 mi, mph) _____

Fuel Economy (normal driving miles per gallon) _____

Brakes (control in panic stop) good____; fair____; poor____

Overall brake rating _____

STUDENT PAGE 2

A LETTER TO SAL

(Writing)

Auto Read/Write 6

A LETTER TO SAL

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

This technique will teach writing and grammar skills.

b. What student learning problem(s) prompted the development of this technique?

Students have poor writing and grammar skills.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. This exercise should be assigned as homework for your students to work on with their parents. Give your students the assignment sheet "A Letter to Sal". They will be asked to correct the 10 errors and to rewrite the letter without errors.

b. Using your own illustrations give your students examples of spelling, capitalization, punctuation and grammar errors that they might find while reading this letter.

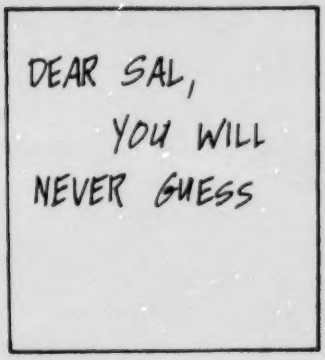
c. Ask your students to do the assignment to the best of their ability and then to have one of their parents correct their letter.

d. Have your students return the assignment to you for correction.

3. SUGGESTED RELATED ACTIVITIES:

Ask your students to write a business letter where they apply for a specific job. You supply the company name, address, job title, etc. Each student supplies the information that applies to them i.e., education, work experience, etc.

A LETTER TO SAL



STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Read the following letter. It contains 10 errors (spelling, grammar, punctuation, capitalization, etc.). Find the 10 errors and then rewrite the letter correctly.

b. After you have rewritten the letter the best you can, have one of your parents correct your letter.

c. Make any further corrections and return the corrected letter to your teacher.

2. STUDENT ASSIGNMENT:

See STUDENT PAGE 2 for letter to Sal. Rewrite the letter correctly in space provided.

3. EXTRA THINGS THAT YOU CAN DO

Write a letter to a friend or relative that you haven't seen for a long time. Tell them how you are and what you have been doing.

A LETTER TO SAL

sal,

How are you. I'm looking forward to seeing you next weakend. I really wants to go dirt bike riding Maybe we can find some girls to go out with us saturday night. My dad promise to let me bring my bike over to your place using his truk.

Ill see you friday after school around 4 p.m.

George

LIBRARY

Auto Read/Write 7

"LIBRARY"

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

1. Reading
2. Research
3. Browsing written material

b. What student learning problem (s) prompted the development of this technique?

Students usually read only what is assigned. With the "Library" readily accessible they are more apt to pick up something based on interest.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. Establish a specific place in the shop lab for display of magazines, pamphlets, etc.

b. Place a student in charge to keep track of things and to place magazines into an attractive display.

c. The display may include periodicals, catalogues, career pamphlets, reference books, dictionary, and "How to..." folders.

d. Encourage students to read selections from this "Library" during times when they have completed other assignments or projects.

3. SUGGESTED RELATED ACTIVITIES:

Offer incentives for students to bring appropriate and relevant materials to add to the "Library".

Request an annotated bibliography.

MY DREAM CAR

(Writing)

Auto Read/Write 8

MY DREAM CAR

TEACHER MATERIALS:

1. CONCEPTS OF TECHNIQUE:

a. What SKILL will this technique teach?

This technique will teach the skill of STORY WRITING.

b. What student learning problem (s) prompted the development of this technique?

Students are unable to write stories because they are unable to think of a subject to write about.

2. TEACHER INSTRUCTIONS FOR THE USE OF THIS TECHNIQUE:

a. Tell your students that they have ideas surrounding themselves all the time which they can write essays about.

b. Give to your students the assignment sheet entitled "My Dream Car".

c. Either as a homework or in-class assignment, allow your students time to write their own stories.

d. Correct the spelling and punctuation in the stories and make positive comments about your students' stories.

3. SUGGESTED RELATED ACTIVITIES:

Ask your students to think of subjects they would like to write about and then to trade subject ideas with their fellow classmates.

8.1

MY DREAM CAR

STUDENT MATERIALS:

1. STUDENT INSTRUCTIONS:

a. Read the first few sentences of this story; pretend that the main person in the story is you and name your own "dream car" by filling in the blanks.

b. Finish the story as you would imagine your "dream car" to be.

c. Be sure to write your story in paragraph form. Do not make lists.

d. Turn in your story to your teacher, but first let your friends read it.

2. STUDENT ASSIGNMENT:

Your assignment is found on STUDENT PAGE 2.

3. EXTRA THINGS THAT YOU CAN DO:

Think of other subjects that you would like to write about and ask your friends to trade ideas with you about what they would like to write about.

MY DREAM CAR

On Friday, October 10th, I was given a _____ (year of car) _____ (name of car) along with $2,000 in cash. I was told to use the $2,000 to fix up my car any way I wanted. I will fix up my car by _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

STUDENT PAGE 2

THE FOLLOWING INDUSTRIAL EDUCATION BASIC SKILL INSTRUCTIONAL TECHNIQUES ARE AVAILABLE FROM:

VOICE (VOCATIONAL OCCUPATIONAL INFORMATION CENTER FOR EDUCATORS)

721 CAPITOL MALL
SACRAMENTO, CALIFORNIA 95814

"LEARNING TO READ AND WRITE THE AUTOMOTIVE WAY"
"LEARNING TO DO MATH THE AUTOMOTIVE WAY"
"LEARNING TO VERBALLY & VISUALLY COMMUNICATE THE AUTOMOTIVE WAY"

"LEARNING TO READ AND WRITE THE WOODWORKING WAY"
"LEARNING TO DO MATH THE WOODWORKING WAY"
"LEARNING TO VERBALLY & VISUALLY COMMUNICATE THE WOODWORKING WAY"

"LEARNING TO READ AND WRITE THE METALWORKING WAY"
"LEARNING TO DO MATH THE METALWORKING WAY"
"LEARNING TO VERBALLY & VISUALLY COMMUNICATE THE METALWORKING WAY"

"LEARNING TO READ AND WRITE THE ELECTRONICS WAY"
"LEARNING TO DO MATH THE ELECTRONICS WAY"
"LEARNING TO VERBALLY & VISUALLY COMMUNICATE THE ELECTRONICS WAY"

"LEARNING TO READ AND WRITE THE DRAFTING WAY"
"LEARNING TO DO MATH THE DRAFTING WAY"
"LEARNING TO VERBALLY & VISUALLY COMMUNICATE THE DRAFTING WAY"